**ELA CCSS Professional Development Sessions SY 2012-2013**

RIDE is offering professional development (PD) regarding the critical areas of focus within the Common Core State Standards (CCSS) in English language arts (ELA)/Literacy. Each one day session will provide you with an understanding of the topic and familiarity with the tools/ activities that are provided within the modules currently on the website. The goal of this PD is for you to be able to share your learning with others in your school or LEA.

**COST**: LEAs/educators will not incur any costs for the trainers or materials supplied at the PD sessions. Please note that participants will be expected to bring their own coffee, water, and lunch as none will be provided and time will prohibit “going out” for lunch.

**PERMISSION TO ATTEND**: Please note that if you plan to attend any sessions held during school time you must go through the proper channels within your LEA to secure permission.

**HOW TO ACCESS THE CALENDAR**: The direct link to the Workshop Registration System is <http://www.eride.ri.gov/workshopreg/main.aspx>. Using the drop down calendar box, select the *Common Core State Standards- Professional Development* button. It will take you to the list of workshops. Once logged in you may register..

**DATES/LOCATIONS**: All sessions run from 8:00-3:00.

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| **Day** | **Date** | **Topic** | **Location** |
| Tuesday | Nov 27, 2012 | Writing an Argument | Ponaganset Middle School |
| Wednesday | Nov 28, 2012 | Text Dependent Questions | Coventry Admin Building |
| Friday | Nov 30, 2012 | Academic Vocab | Chariho Career and Tech |
| Tuesday | Dec 11, 2012 | Writing an Argument | Woonsocket Middle School |
| Friday | Dec 14, 2012 | Text Complexity | Middletown Admin Building |
| Tuesday | Feb 5, 2013 | Text Dependent Questions | Chariho Career and Tech |
| Wednesday | Feb 6, 2013 | Writing an Argument | Coventry Admin Building |
| Thursday | Feb 7, 2013 | Academic Vocab | Middletown Admin Building |
| Friday | Feb 8, 2013 | Text Complexity | Ponaganset Middle School |
| Tuesday | March 12, 2013 | Text Dependent Questions | Woonsocket Middle School |
| Wednesday | March 13, 2013 | Academic Vocab | Coventry Admin Building |
| Thursday | March 14, 2013 | Writing an Argument | Middletown Admin Building |

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| **Day** | **Date** | **Topic** | **Location** |
| Saturday | January 26, 2013 | Academic Vocab | CCRI- Warwick |
| Saturday | February 2, 2013 | Text Dependent Questions | CCRI- Warwick |
| Saturday | February 9, 2013 | Text Complexity | CCRI- Warwick |
| Saturday | March 23, 2013 | Writing an Argument | CCRI- Warwick |

**MATERIALS**: Please note that some, not all, sessions require participants to bring text materials to the session. These are necessary for full participation in the session. Required materials are listed in the session descriptions that follow.

**TOPICS:**

**Academic Vocabulary Session**

This session explores the Common Core State Standards’ focus on General Academic Vocabulary as a way to provide greater access to complex texts. In order for students to comprehend the challenging texts called for by the CCSS, they must have a deeper understanding of the frequently occurring and highly generalizable Tier Two words. In this session, participants will learn how to identify the three tiers of vocabulary, gain experience selecting Tier Two words for instruction using a set of criteria, and have the opportunity to work with an instructional guide to plan instruction. It is required that all participants bring a short informational text to this session so that they may work with groups of colleagues to begin planning for explicit vocabulary instruction.

**Text Complexity Session**

The Common Core State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.  This session will focus on various aspects of text complexity.  Participants will develop an understanding of the reasoning and importance of the emphasis placed on text complexity.  Using a protocol, participants will apply new learning to determine text complexity grade bands for a selection of common texts.  It is recommended that participants bring 3-4 classroom texts (shorter texts preferred; please exclude poetry and drama) to the session in order to determine grade bands of their own texts.

**Text Dependent Questions**

The Common Core State Standards place a strong focus on students gathering evidence, knowledge, and insight from text.  In order for students to undergo this kind of close reading of text, the types of questions asked of them must be dependent on the text under consideration and not depend on information from outside sources.  This session will enable participants to understand the reasoning behind the Common Core State Standards’ shift to encourage students to focus on the text more deeply.  Participants will work with text exemplars in order to understand the process of developing a set of coherent, text-specific questions that promote a deep understanding of the author’s words.  It is required that participants bring a short text with accompanying questions to this session so that they may work with groups of colleagues to revise and create new text-dependent questions.

**Writing an Argument**

The Common Core State Standards put an emphasis on the student’s ability to write logical arguments. This session will focus on how argument is defined within the standards and will examine the reasoning behind the importance of argumentative writing. Participants will analyze their grade level standard on writing arguments, identify what students need to know and be able to do as well as determine the level of rigor in order to plan for instruction. Through activities that emphasize the integrated nature of the ELA CCSS, participants will be introduced to tools and techniques for evaluating oral and written argument and will work in small groups to write arguments. At the end of this session, participants will have a variety of tools, strategies, and resources that can be used to support the teaching of argumentative writing across the content areas.